

NOTES ON EDUCATION.

In referring to the despicable act of some students in tearing the statue of John Harvard last week, "The Boston Transcript" makes the following vigorous comments: "It has been the generous and confiding policy of the authorities of Harvard College during the last few years, steadily to relax its discipline, and, trusting in the self-respect, manliness and general spirit of honor among the students as gentlemen, to withdraw everything that looks like appearance in oversight and interference. The gentlemanhood of Harvard seems to have broken down under the test. The largeness and confidence of dealing has been supposed to be warranted by the fact that the advanced requisitions for entrance into the college imply an advanced age in the students, so that the students treated as schoolboys. A general sign of the times who never enter as freshmen. But what is to be said of the meanness of those reputed gentlemen if they include among their number any young men capable of the sense of indignity which has been inflicted upon the memorial statue of John Harvard? Generosity and genius uniting to endow the world with that exquisite work of art, the portrait of the young scholar, the eminent fruits of whose beneficence have been enjoyed by the long line of graduates, and most fully by those in the present classes, including the sturdy perpetrators of the recent outrages. What can be done? There is no hope for the school to imitate the good example of Mr. Hart, who like manificent gifts to the college? In the students will not cherish a singularly beautiful piece of art almost expressly representing themselves through a genial and noble type of the young collegian which can ever expect to rise?"

The student Edward T. Steel, of the Philadelphia Board of Education, has just returned from an extended trip to Europe, which he took in order to inspect the methods of instruction in the Old World. He found that nearly every Government in Europe regards the education of its people as one of its most important functions. Germany especially shows a marked solicitude in regard to the education of all its subjects, and has one of the most thorough educational systems in the world. England is also alive to this question, and within the last few years has devoted much attention to the practical and technical education. In fact, all through Europe, industrial education is no longer a doubtful experiment, but an established practical reality. Technical schools, which at first were mere ventures, are now to be found in the ears of the State. These great industrial schools promise at no time to revolutionize the industrial life of Europe. In concluding, President Steel said: "There can be no doubt but that the United States ought to learn from the experiments of the European Governments. If we had a system of industrial schools such as there is abroad the result would be most surely a marked improvement, and a fundamental protection to our National industry and would mark a new epoch in our National progress. You could not go anywhere in the old country and find a city of Philadelphia's manufacturing importance so poor in its system of industrial schools." It is a matter of importance, next, that the system be at once begun to work. It is, indeed, of the first importance, and it should meet the request of the Board of Education for the sum of \$20,000 to start a temporary school this year. It will be a step in the right direction."

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PROSPECTUS FOR 1885.

Among the chief periodicals of the country LIPPINCOTT'S MAGAZINE has acquired the distinctive reputation of being "eminently readable."

Arrangements have been made for many contributions of special interest during the coming year. Among these particular attention is invited to a serial story entitled

"ON THIS SIDE,"

by F. C. Taylor, author of "The Perfect Treasure," in which the experiences of an English baronet and his friends during a tour through the United States are related with a mixture of humor, a knowledge and appreciation of American character and a perfect fairness of view.

There is no better gift to the school than the Memorial Statue of John Harvard. Generosity and genius uniting to endow the world with that exquisite work of art, the portrait of the young scholar, the eminent fruits of whose beneficence have been enjoyed by the long line of graduates, and most fully by those in the present classes, including the sturdy perpetrators of the recent outrages.

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